

Merge Thinking with New Learning	<i>Insects</i> by Robin Bernard
Objectives:	Students will: <ul style="list-style-type: none"> • listen to the voice in their head that signals new learning • understand the term <i>Background Knowledge</i> • stop, think, and react to new information • mark sticky notes with L (for learn) when they learn something new
Materials Needed:	<i>Insects</i> by Robin Bernard sticky notes Poster paper - to create anchor chart during lesson Poster Paper - to post student sticky notes

Time	Activity
15 min.	Opening of the Day and Independent Reading - As students enter, they will begin with 10 minutes of independent reading time. Opening - students sitting in a circle up close. Use this time to review the schedule for the day and build engagement and motivation.
20 min (total)	Read Aloud/Shared Reading (whole group) (explicit instruction) - This is where teachers connect and engage students' interest and activate and build their background knowledge, finding out what they know. Teachers use this time to think aloud, modeling and demonstrating the "inside" story of reading mentor texts. Students enter in by turning and talking and "holding" their thinking on sticky notes. <i>I found this terrific book, "Insects," that I couldn't wait to share with you. The photographs are amazing. Take a look at this cover. See the close-up of the grasshopper? It looks so big, like it's under a magnifying glass. I'm going to flip through the pictures to you can see the incredible images. Here is a photograph of a magnifying glass on the inside cover. You can see the moth up close.</i> [continue to flip through the pages as kids delight in the pictures] <i>I can tell you are bursting to talk about insects. Go ahead, turn and talk about what these pictures make you think about and what you already know about insects.</i> [kids turn and talk for 30 sec while teacher listens in] <i>OK, who wants to share something they think they know about insects?</i> [a few students share out] <i>Good thinking, all of you. I can tell that you already know quite a bit about insects. What you already know is called background knowledge.</i> [write background knowledge on the board] <i>You all have a lot of background knowledge about insects. You know that</i> [ideas from kids sharing out: they have six legs, that some have wings, and that butterflies have insects] <i>Some of you know other things about insects as well. We need to remember to think about what we already know, our</i>

background knowledge, when we are learning something new. Our background knowledge helps us understand new information. Turn and talk more about your background knowledge about insects. [students turn and talk - teacher listens to see if they understand background knowledge] *Today we are going to be learning a lot of new information about insects and a lot of new facts. Turn to each other and talk: What is a **fact**?* [kids turn and talk]

That's right. Facts are true bits of information. "Insects have six legs." That is a fact. All insects have six legs. Nonfiction is packed with facts like that. We can get the facts by reading the text or listening to someone read it. We also get facts by looking at the pictures and noticing the features. As we read about insects, we will be learning facts and adding to our background knowledge. Your background knowledge is all of the facts you already know about insects before we read the book. And when we're done, you will have even more background knowledge.

Today I'm going to show you how I stop and think about new information. When I meet new information or come upon an interesting fact, the voice in my head might say, "Wow," "I never knew that," or "Way cool!" Stuff like that. Have you ever heard your inner voice say something like that when you learned something new? Turn to each other and talk. What are some words you hear in your head when you learn something new and surprising? [kids turn and talk] *Who wants to share what your inner voice says when you meet new information?* [kids share]

Great! All of these are words that we hear in our head when we learn interesting new information. Let me show you how it works as I read this book. I'm going to read a bit of this book, "Insects." When I notice that I am learning something new, I will stop, think, and draw or jot down the information on a sticky note. [Read the first page of *Insects*]

The world is full of little creepy crawly things. But not all of them are insects. A wiggly worm isn't.

That's a fact--that wiggly worms are not insects. I knew a worm wasn't an insect. That is not new information for me.

A slowpoke snail isn't.

I knew that, too!

Even a hairy spider isn't an insect.

Hmmm, that's interesting. It sure looks like an insect - although I remember that all insects have six legs and this spider has eight. So, it's not an insect.

[Read page 2, which has a close-up of an insect's three body parts]

Do you think this animal is an insect? How many body parts do you count?

Let's count them together. [continue reading aloud]

If you counted three, it probably is an insect.

*Watch what I do here. I mark this sticky note with **L** for **learn**, and I write "3 body parts - probably an insect." I draw an insect with three body parts. I put the sticky note right next to the picture where I learned this fact. I can*

write or draw the new fact, or both, to help me remember and understand it.



[turn to page 4 and read]

The things that insects can do with their legs and feet might surprise you.

Let's see what we find out. Turn and talk. What do you think insects do with their feet? [kids turn and talk] *I am going to look at this image of the housefly and read that part:*

A housefly tastes things with its front feet.

YUCK! [mark a sticky note with a L for learn and write *Flies taste with their feet! Yuck!*] *I'm glad I don't taste with my feet because the floor is so dirty. Notice my reaction here. A **reaction** is a thought or a feeling you have when you listen or read. We have different types of reactions when we read. We might be sad, happy, or scared. My reaction was Yuck!, since I was kind of grossed out by the information. How about you? What was your reaction to the information? Turn and talk about your reaction.* [kids turn and talk. Then respond: Eeew! Gross! Cool!]

Flies tasting with their feet is gross and cool to us. Those are reactions, and our reactions can be different, can't they? The important thing is when we stop and react to the information in the text and pictures, we learn more and reading is much more fun!

OK, now you are going to get a chance to try this with me. I will read and you can stop, think, and react to the information. [turn to page 4 and hold up the book] *What part should I read next?* [hold up the text so they can see] *Take a look at this katydid.*

Turn and talk about what you notice about this picture. [turn and talk-if no one notices the holes in the legs, point them out] *Good noticing! This insect does have antennae on its head. It also has holes near its knees, doesn't it? Wow, I never noticed that before. That is one of those surprising "wow facts!" We got that information from looking at the pictures. In nonfiction, we get lots of information from looking closely and carefully at the images. We don't always have to read to get information. Any thoughts?* [listen for other questions or thoughts about this section. Hopefully someone will ask about the holes in the legs....if not, coach them to ask!]

Sometimes when we learn something new, we wonder about it. We ask a question about it. The picture does not give us enough information to answer my question, so let's try reading and see if we can get the answer. Sometimes when we read on, we discover an answer to our question. [Read page 4]

A katydid hears through tiny holes in its knees.

If anyone learned anything new or has an answer to my question, go ahead and jot it down or draw it on a sticky note. [after giving kids a moment to jot down or draw their thinking, have them turn and talk to share the information they have written on their stickies, as well as any additional thinking they may have. Listen to their conversations and read the stickies. Kids then share out their

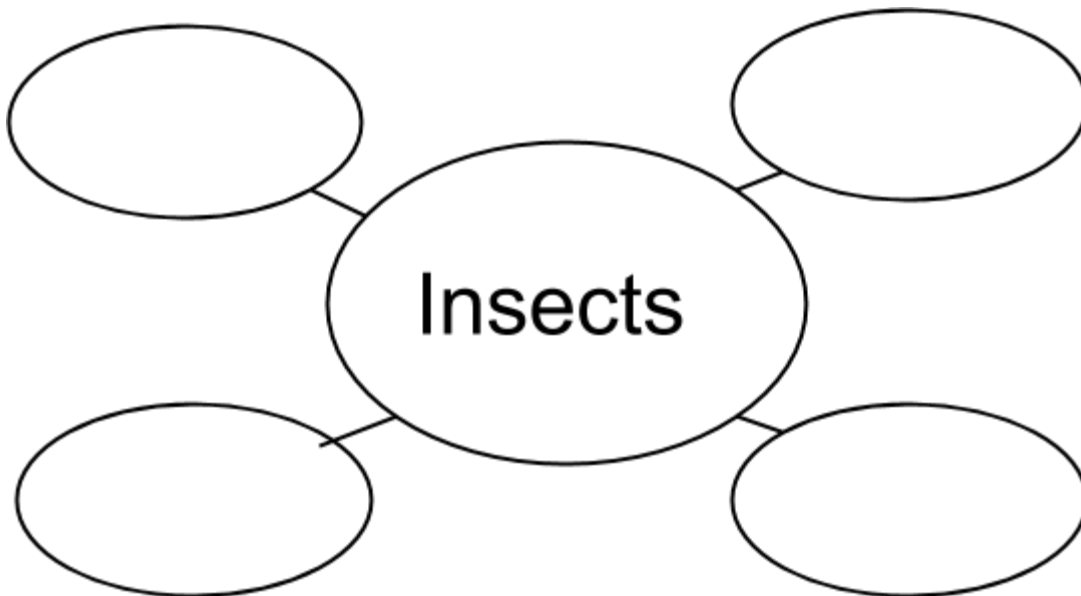
	<p>learning.] <i>Unusual information often seems weird to us. The fact that a katydid hears through holes near its knees is one of the “wow facts” we have talked about. I hear and see you stopping and thinking and reacting to the new information, marking your stikki with an L for learn and then jotting down or drawing your new learning.</i></p> <p><i>I want to jot a few notes as a reminder of things we can do when we are reading to learn new information. I’m going to record some things on this Anchor Chart for Reading to Learn New Information. So, what can you do as a reader when you meet new information?</i> [jot ideas on the anchor chart - see sample at the end of the lesson. Stop and think while reading, Mark a sticky with an L and write down new information, draw a picture to show new learning, listen for those WOW facts, write or draw reactions, listen to your inner voice when we meet new information, think about our background knowledge.]</p> <p><i>Today in small group, you are going to have a chance to practice what I just showed you. But before we head to our groups, we’re going to make a chart entitled New Information about Insects. Choose one or two sticky notes of your new learning about insects to place on the chart. As we read “Insects,” each of you focused on different information. The chart is a great place for us to collect all of our learning so that we can share and learn even more about insects. Stop by the chart and find a place for your stikki.</i></p>
<p>(20 min. /group) 60 min total.</p>	<p>Fluency Often students move into pairs (fluency partners) or small groups to deepen and apply their learning.</p> <p>Independent Reading Students will engage in independent reading, making connections to the text, jotting down interesting words and adding to their journal.</p> <p>Small Group Instruction – mini-lesson</p> <hr/> <p>Small Group Instruction</p> <p><i>I know you are ready to try this on your own now. We have lots of nonfiction books on many topics. I want you to choose a book that you are interested in, that you can read, or that has a lot of pictures so that you can get information. It doesn’t have to be about insects, but it could be if you are interested in learning more about them.</i></p> <p><i>As you read or look at the book you chose, mark a sticky with L when you learn something new. Then either write or draw the new information. Remember to listen to the voice in your head that signals new learning. Words like “I never knew that,” “Wow!,” “Hmmm, that’s interesting,” “Cool!,” and “Yuck!” are signals that you are learning new information. When you hear those words in your head, stop and jot down or draw your thinking on a sticky. In a little while, you will come back and share your new learning with the rest of the group. Do you feel like you’re ready to work? Great! Let’s get busy!</i></p>
<p>10 min.</p>	<p>[kids read the nonfiction books they have chosen while teacher moves through the group and touches base with each one, conferring with those who need support. Listen in on them, read their writing, interpret their drawings, and notice their new learning.]</p> <p>[Bring students back together as a small group] <i>Is there anyone that is brave enough to share their learning and sticky notes with the group?</i> [kids share their learning with encouragement]</p>

7 min.	<p><i>Wow! You learned a lot about nonfiction reading today. One of the most important things is to stop, think, and react to information, as you did throughout the lesson. You listened to your inner voice and noticed some of the language that signals new learning -- language like, "Wow, I never knew that! No way! Amazing! Awesome!" Those were some of your reactions to the new, interesting information you read. That is exactly what good readers do; they think about what they are reading and react to it. Good job!</i></p> <p><i>I am handing out bookmarks to each of you. I want you to write the words: I Learned on the bookmark. This week as you read your take home books I want you to think about what you learned from reading and share that with someone at home.</i></p>
15 min.	Recess/Snack Break
(15 min /group) 30 min total	<p>Group 1: Take Home Selection (split groups - 15 minutes each) Two members of the team will assist students in the selection of 'just right' books to take home for the week</p> <p>Group 2: Modeled/Shared/Interactive Writing (Connected to Morning Read Aloud Book) -Teachers will use this time to teach a very short mini-lesson, which students will often apply in responding to their reading.</p> <p><i>Today I'm going to do a writing talk aloud to write a paragraph with a main idea or topic sentence, and some details I have learned about that topic. Earlier, I learned about insects and wrote some things I learned about insects on my sticky notes. I'm going to use a graphic organizer to organize my thinking before I begin writing my paragraph. Today, my topic is going to be about Insects, so I'm going to write that in the center of my graphic organizer. I'm going to put the details that I know about insects around the outside-but I'm only going to put phrases, just so I can remember what I wanted to write about. [fill in the graphic organizer with phrases] When I write a paragraph, my first sentence is going to be the main idea or topic sentence. My topic or main idea is insects. So my first sentence is only going to be about insects. I'm going to write: "Insects are a very interesting animal group." [write on chart paper.] The following sentences will be only about insects - the details that I know about insects from my graphic organizer. I want to turn these phrases into interesting sentences about insects. [quickly model 2 of the sentences before sending students to work on their own]</i></p> <p><i>I'm going to stop here today so that you have time to write, and I'll finish my writing later. Today when you write, I want you to write about the topic you read about and wrote some notes on. Remember to start your paragraph with only a sentence about your topic, then add more details from your sticky notes. [confer with students individually - coaching through]</i></p>
5-10 min	<p>Sharing/Closing - Use this time to reflect on the day. This is a good time to suggest ways students can share their learning at home, to read a short poem or interesting text, hear student book talks and to share their own literacy by talking about what they are planning to read at home.</p>

Reading to Learn New Information Anchor Chart

Reading to Learn New Information

- Stop and think while reading
- Mark a stikki note with an **L** and write down new information
- Draw a picture to show new learning
- Listen for those WOW facts
- Write or draw reactions
- Listen to our inner voice when we meet new information
- Think about our background knowledge



[Web graphic organizer](#) - just click
and print!

